

Experienced Teachers' Institute (FY 2010-2011)
Strategies for the Struggling Reader: Diagnostics to Instruction

Lesson Plan Template

Instructor: Nina Mounce	
Program/County: Jefferson County	Director: Joyce Griffith

Title: Flora's Story – A Grateful Recipient	Content area: Foundation Language Arts, Reading
Length of lesson: 1 hour	NRS Level (s): 3
Standard(s) 1. Recall prior knowledge about a topic. 2. Demonstrate basic comprehension strategies (questioning, retelling, summarizing). 3. Make predictions based on context clues. 4. Use a strategy to generate ideas for writing (brainstorming).	

Lesson Objectives	At the end of this lesson, students will be able to:
Use words like "recall," "define," "explain," "demonstrate," "predict," "compare," "contrast," "revise." Refer to Bloom's	Given a text, recall events, details, and structural clues. Demonstrate knowledge of the modeled strategy. (summarizing) Given a text, identify and organize essential information (story details) in sequential order.

taxonomy		
Assessing mastery of the objectives	<p>I will know that the lesson has been effective when my students can answer the following essential questions:</p> <p>What were the symptoms of Flora's illness?</p> <p>What was her diagnosis?</p> <p>What was her only hope?</p> <p>What organ did she receive and how did it impact her life?</p> <p>How can you use details/retell to help you summarize the text to aid comprehension?</p>	<p>The means of assessment and check for understanding will be:</p> <p>Assess knowledge by having students answer given questions.</p> <p>Retell or summarize the story in their own words with a partner.</p> <p>Write about organ donation. "Do you know someone who needs a transplant, or someone that has received one?"</p>

Pre-teaching	<ul style="list-style-type: none"> • How will I introduce the objectives? • How I will make a connection between the content and my students and engage? • How I will draw on prior knowledge? • How will I provide purpose for using the strategy and reading the selected text? 	<p>Write objectives on board.</p> <p>Write word list on board. Read title and ask, “What might this reading be about”?</p> <p>Today we are going to apply the strategy of summarizing while we read.</p> <p>We will use the detail/retell technique to help us recall essential information.</p> <p>Summarize the reading. What does it mean to summarize? Summarize means to identify and organize the most important details in a text. We summarize everyday when we recall and tell someone the events of the day.</p> <p>What are some other things we summarize?</p>
---------------------	---	--

Teaching	<p>Instruction/Modeling</p> <ul style="list-style-type: none"> • How I will deliver the information so that students are engaged? • How will I describe the strategy, provide purpose, model it and or provide examples? • How will I introduce and engage students in the text? <p>Guided Practice</p> <ul style="list-style-type: none"> • How I will provide opportunities for students to practice in the classroom so I know they understand? • How will I make sure they are <i>“getting it”</i> during the lesson? 	<p>Hand out the article: “Flora’s Story – A Grateful Recipient”.</p> <p>Read the title and ask “What might this reading be about”?</p> <p>When we summarize we determine the most important details and retell the story or event in our own words.</p> <p>I will read the story aloud while the students read silently.</p> <p>After I’ve modeled retelling, students will work with a partner to tell what they did last night or last weekend.</p> <p>Students will demonstrate knowledge of summarizing by working with a partner and reconstructing the text through retell.</p> <p>Students will retell the story in their own words.</p> <p>Ask questions:</p> <ul style="list-style-type: none"> • What was the focus of this reading? • What words jump from the story to help you visualize the events? • What details are most important? • What details are least important?
----------	--	--

	<p>Independent Practice</p> <ul style="list-style-type: none"> How I will help students extend what they learned so they can do it without my help? 	<p>Model the detail/retell technique for summarizing.</p> <p>Use “Story Glove” to get students’ attention. Write on glove thumb—character; pointer finger –setting; middle finger—problem; ring finger—events; pinky—the ending. Use glove to retell story.</p> <p>Students will trace their hand and then label the fingers. Working in groups they will use this to recount the events of the story.</p> <p>Students can use this method of summarizing with other text or readings.</p>
Post-teaching	<ul style="list-style-type: none"> How I will check for understanding? How I will bring closure & provide opportunities for reflection? 	<p>Discuss the essential parts of a story—character, setting, problem, events and ending.</p> <p>Have students write a short paragraph on their thoughts about organ donation.</p>
Text and Materials	<ul style="list-style-type: none"> Authentic Based on students interests and goals 	<p>Article</p> <p>“Flora’s Story – A Grateful Recipient”</p> <p>Vocabulary</p> <p>Detail/Retell with the Story Glove</p>
How learning can be extended at home?		<p>Students will choose a short story or article to read at home. Ask them to use the Story Glove to help summarize the story.</p>

Key vocabulary	Summarizing, grateful, rare, pulmonary, transplant, diagnosis
Use of technology (if appropriate)	<p>Search for: other types of organ transplants</p> <p>number of transplants performed in the U. S. each year</p> <p>number of transplants performed in Louisville, KY each year</p>